DOCUMENT RESUME

ED 384 376 JC 950 336

AUTHOR Clagett, Craig A.; Alexander, Hershel J.
TITLE Maryland Community College Workforce Training Evaluation and Needs Assessment Survey.
INSTITUTION Maryland Association of Deans and Directors of Continuing Education/Community Services.
PUB DATE Jul 95
NOTE 35p.; Prepared with support from the Maryland Community College Research Group.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; *Employer Attitudes; Industrial Training; *Labor Force Development; *Management Development; *Needs Assessment; *Participant Satisfaction; *Retraining; School Business Relationship; School Effectiveness; State Surveys; Two Year Colleges
IDENTIFIERS *Contract Training; Customized Training; Maryland

ABSTRACT

In January 1995, the Maryland Association of Deans and Directors of Continuing Education/Community Services undertook a study of all state organizations that had received workforce training under contract arrangements during 1993-94. The study sought to develop a profile of organizations served, determine employer satisfaction with training, and identify future workforce training needs. A total of 1,021 employers were surveyed, with responses being received from 561, representing organizations ranging in size from less than 25 employees to firms with over 5,000 workers. Government, manufacturing, and healthcare represented 63% of the respondents. An analysis of responses indicated the following: (1) the median number of employees participating in contract training at each site was 25, while the primary goal of training for 74% of the respondents was to upgrade the quality of employee performance in a current job; (2) cost-effectiveness was cited by 69% of respondents regarding their choice of a community college for training; (3) 60% of respondents were very satisfied with the training and 37% were satisfied; (4) 96% would recommend their community college to others, 57% indicated that they would definitely use the college again, and 36% that they probably would; (5) top anticipated employee training needs cited by respondents were computer applications, interpersonal relations, written/oral communications, and customer service training; (6) top anticipated management training needs were supervision/leadership, total quality management/continuous improvement, and personnel and labor law; and (7) top anticipated needs for training-related services were customized job-skill training, help in seeking funds for training, and analysis to assess employee needs. (KP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 384 376

Maryland Community College Workforce Training Evaluation and Needs Assessment Survey

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Clagett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Maryland Association of Deans and Directors
of Continuing Education/Community Services

July 1995

JC 950 336

BEST COPY AVAILABLE

Maryland Community College Workforce Training Evaluation and Needs Assessment Survey

Sponsored and Conducted by the

Maryland Association of Deans and Directors
of Continuing Education/Community Services

With Support from the
Maryland Community College Research Group

Project Coordinator

Andrew L. Meyer
Dean of Continuing Education
and Extended Learning Programs
Anne Arundel Community College
Arnold, Maryland 21012

Report Author

Craig A. Clagett
Director of Institutional Research
and Analysis
Prince George's Community College
Largo, Maryland 20772

Data Analysis

Hershel J. Alexander
Research and Planning Analyst
Prince George's Community College
Largo, Maryland 20772

Gary Durr
Dean of Continuing Education
Allegany Community College
Cumberland, Maryland 21502

Andrew L. Meyer
Dean of Con. Ed./Extended Learning
Anne Arundel Community College
Arnold, Maryland 21012

Mary Lynn Devlin
VP, Business & Continuing Ed. Center
Baltimore City Community College
Baltimore, Maryland 21215

Karen Merkle
Vice President of Continuing Education
Carroll Community College
Westminster, Maryland 21157

Nancy Renner
Assoc. Dean, Con. Ed./Comm. Services
Catonsville Community College
Catonsville, Maryland 21228

Michael Zekonis
Assoc. Dean of Continuing Education
Cecil Community College
North East, Maryland 21901

Becky Cockerham
Acting Dean, Con. Ed./Comm. Services
Charles County Community College
LaPlata, Maryland 20646

Ellen Long
Assoc. Dean of Continuing Education
Chesapeake College
Wye Mills, Maryland 21679

Charlotte Bartels
Acting Assoc. Dean/Continuing Studies
Dundalk Community College
Baltimore, Maryland 21222

Joseph Testa
Assoc. Dean/Instr. and Educ. Services
Essex Community College
Baltimore, Maryland 21237

Shirley Davis
Acting Assoc. Dean of Con. Education
Frederick Community College
Frederick, Maryland 21701

Lowell Bender
Assoc. Dean of Continuing Education
Garrett Community College
McHenry, Maryland 21541

George E. Elliott
Dean of Continuing Education
Hagerstown Junior College
Hagerstown, Maryland 21742

James F. LaCalle
Dean of Comm. and Business Services
Harford Community College
Bel Air, Maryland 21015

Nancy Smith
Exec. Director, Continuing Education
Howard Community College
Columbia, Maryland 21044

Percy Thomas
Provost of Continuing Education
Montgomery College
Rockville, Maryland 20850

Hercules Pinkney
VP, Con. Ed. and Evening Programs
Prince George's Community College
Largo, Maryland 20772

Nola Arnold
Dean, Community & Continuing Educ.
Wor-Wic Community College
Salisbury, Maryland 21801

Maryland Community College Workforce Training Evaluation and Needs Assessment Survey

Workforce training comprises a major contribution of community colleges to the economic development of the jurisdictions they serve. For years, Maryland community colleges have entered into contractual agreements with businesses across the state to provide training and related services to their employees. In most counties throughout the state, the local community college has emerged as the leading provider of workforce training. In some instances, partnerships among colleges have enhanced the local provider's capabilities to provide employee training for local businesses.

The community colleges in Maryland have also entered into partnerships with the Maryland Department of Economic and Employment Development (DEED), the leading state agency responsible for workforce development. In 1988, the community colleges, through a Partnership for Workforce Development Grant from the Sears Foundation, spearheaded the "Maryland Community Colleges--Building Business in Maryland" campaign. The Department of Economic and Employment Development was a valuable partner in the campaign.

In addition to providing instruction and services to meet employer needs, the colleges have been committed to evaluating their performance. Formal evaluation of educational outcomes should include continuing education as well as degree-credit programs (Bragg and Jacobs, 1990; Clagett and McConochie, 1991). Efforts to systematically assess the effectiveness of continuing education provided by Maryland community colleges began in 1986 with the appointment of an advisory group of continuing education deans and institutional research directors. Meeting under the direction of staff of the Maryland State Board for Community Colleges over a two-year period, this group suggested improvements to continuing education data systems, developed an annual report of basic trend data, reviewed course evaluation forms used by the individual colleges, and developed a statewide survey of continuing education students. The results of this two-year effort were published in two reports, *Continuing Education Outcomes* and *Continuing Education Student Follow-up Report* (Maryland State Board for Community Colleges, 1988).

The Maryland studies served as a model for a similar assessment conducted in Iowa (Iowa Department of Education, 1991), which in turn provided an example for a study of workforce training provided by Michigan's community colleges (Wismer and Zappala, 1993). Completing the circle, the Michigan survey's focus on workforce training provided by contractual agreements spurred interest in a similar survey in Maryland. This report describes the methodology and reports the findings of a survey of businesses and organizations that had received workforce training under contract with Maryland community colleges during 1993-94.

Study Design

Following the approach used in earlier studies of workforce training provided under contract by community colleges in New York (Fadale and Winter, 1988), Iowa (Iowa Department of Education, 1991), and Michigan (Wismer and Zappala, 1993), a mail survey of businesses and organizations was conducted during the spring of 1995. The specific goals of the study and the methodology used are described in this section.

Research Purpose

The initial research goals were similar to those of the Iowa survey:

1. Develop a profile of businesses and organizations served by Maryland community colleges' contract training programs.

2. Determine employer satisfaction with the workforce training provided by Maryland community colleges.

3. Identify future workforce training needs of the organizations recently served by Maryland community college contract training.

4. Determine ways in which Maryland community colleges can provide better service to Maryland employers.

Survey Methodology

During January and February of 1995, members of the Maryland Association of Deans and Directors of Continuing Education/Community Services met with the directors of institutional research of Frederick and Prince George's community colleges to develop the study methodology and survey instrument. The questionnaire, which is included in the appendix, was largely based on the Michigan study and an earlier survey of businesses in Prince George's County conducted by the local community college, the county chamber of commerce, and a branch of the state university (Clagett and Huntington, 1988).

To avoid selection bias, surveys were sent to all businesses and organizations that had received workforce training under a contract arrangement during 1993-94. Employers surveyed included profit, nonprofit, and governmental organizations. Referrals into open-enrollment courses, apprenticeship training, Job Training Partnership Act courses, courses provided to nursing home residents, and in-house training to community college staff or students were *not* included. Continuing education staff at each college administered the mailings of the common survey instrument. Completed surveys were

returned unopened to the Office of Institutional Research and Analysis at Prince George's Community College for data entry and analysis.

A total of 1,021 employers were surveyed. When analysis commenced, 561 usable questionnaires had been returned, for an unadjusted response rate of 55 percent. The number of surveys mailed and returned for each college was as follows:

Survey Response by Participating College
Maryland Community College Workforce Training Survey

Community College	Surveys Mailed	Surveys Returned	Response Rate
Allegany	62	49	79%
Anne Arundel	60	38	63%
Baltimore City	40	19	48%
Carroll	52	34	65%
Catonsville	164	58	35%
Cecil	20	14	70%
Charles County	37	26	70%
Chesapeake	43	25	58%
Dundalk	116	30	26%
Essex	110	65	59%
Frederick	29	15	52%
Garrett	18	16	89%
Hagerstown Junior	58	32	55%
Harford	47	39	83%
Howard	47	30	64%
Montgomery	39	15	38%
Prince George's	31	16	52%
Wor-Wic	48	40	83%
TOTAL	1,021	561	55%

Characteristics of the Respondents

Respondents represented the diversity of industries present in Maryland. However, three industrial classifications accounted for over three-fifths of the respondents: government (23 percent), manufacturing (20 percent), and health care (20 percent). Education was the only other category represented by at least ten percent of the respondents. Only seven respondents were in agriculture or mining. Employers in retail and wholesale trade were also not prevalent among the survey respondents, with 11 and 9 respondents respectively.

Industrial Classification
Maryland Community College Workforce Training Survey Respondents

Industry	Number	Percent
Government	131	23%
Manufacturing	113	20%
Health care	111	20%
Education	61	11%
Transportation/communications/utilities	40	7%
Finance/insurance/real estate	34	6%
Business services/information processing	24	4%
Legal/social services	22	4%
Construction/crafts and trades	19	3%
Retail trade	11	2%
Wholesale trade/distribution	9	2%
Agriculture/mining	7	1%

The survey asked how many employees were at the respondent's location. Nearly a fifth of the respondents failed to provide a usable response. A fifth of those providing an answer had fewer than 25 employees. At the other extreme, 11 of the respondents (or two percent) had 5,000 or more employees at their location. The median number of employees, with half of the respondents having more and half having less, was 100. The distribution of respondents by number of employees was as follows:

Size of Business (Number of Employees at Site) Maryland Community College Workforce Training Survey Respondents		
Number of Employees	Number	Percent
0 - 24	93	21%
25 - 49	69	15%
50 - 99	63	14%
100 - 249	94	21%
250 - 999	76	17%
1,000 - 4,999	46	10%
5,000 and above	11	2%

As the above two tables suggest, the survey respondents represented the variety of businesses and organizations operating in Maryland, both in the nature of their work and in the size of their operation.

Employer Goals for Community College Training

A major purpose of the study was to determine the extent of employer satisfaction with the workforce training they contracted for with Maryland community colleges. But satisfaction is related to employer expectations and goals. A useful beginning is to know how many employees participated in community-college-provided training:

Employee Participation in Training Maryland Community College Workforce Training Survey Respondents		
Number of Employees Trained	Number	Percent
Less than 10	128	23%
10 - 24	150	27%
25 - 49	102	19%
50 - 99	67	12%
100 or more	103	19%

The number of employees participating in contract training at each site ranged from less than ten to over 100. The median was 25.

The major reason given by employers for choosing a community college for their workforce training was the perceived cost effectiveness, or value for the dollar, provided by community college instruction. Nearly seven in ten respondents indicated that such value was an important reason for their selection of the community college. Other reasons cited by half of the respondents were the college's ability to customize training to meet their specific needs and the quality of instruction provided. Two-fifths were repeat customers, who contracted for training in 1993-94 because they had had a good experience with the college in the past. A similar proportion cited the fact that community colleges could deliver the instruction at the business site as a reason they selected the community college. Thirty-seven respondents, or seven percent, said that they used the community college because others had been satisfied with the instruction and services offered by the college.

Reasons for Selecting Community College for Training
Maryland Community College Workforce Training Survey Respondents

Reason	Number	Percent
Cost-effective/good value	388	69%
Customized to meet specific need	329	59%
Quality of instruction	279	50%
Good results in past with college	236	42%
Training provided on-site	220	39%
Referred to college by others	37	7%

What was the primary goal employers had in mind when they contracted with the community college for workforce training? Three-fourths wanted to upgrade the quality of employee performance in their current jobs. But many employers also were interested in preparing employees for new positions by training them in new skills. Nearly half of the respondents indicated that preparation for a new skill or job classification was important. Nearly two-fifths agreed that providing opportunities for employee self-enrichment was an intended purpose of the training. A number of respondents indicated that the training was mandated either by the employee's profession or by law.

Primary Goal for Training Maryland Community College Workforce Training Survey Respondents		
Primary Goal	Number	Percent
Upgrade quality of employee performance in current job	413	74%
Prepare employee for new skill or job classification	252	45%
Self-enrichment of employee	212	38%
Mandated by profession	123	22%
Mandated by law	77	14%

Employer Satisfaction with Community College Training

How satisfied were the employers with the training provided by Maryland community colleges? The questionnaire asked this question directly and respondents gave overwhelming approval. Nearly sixty percent of the respondents said they were very satisfied, and another 37 percent said they were satisfied. Overall, 535 of the 555 respondents to this question or *96 percent expressed satisfaction with the training provided by the community college*. Twelve respondents, or two percent, were not certain and only eight of the 555 expressed dissatisfaction.

Satisfaction with Quality of Community College Training Maryland Community College Workforce Training Survey Respondents		
Level of Satisfaction	Number	Percent
Very satisfied	331	60%
Satisfied	204	37%
Uncertain	12	2%
Unsatisfied	4	<1%
Very Unsatisfied	4	<1%

The survey asked if the respondents would recommend the community college to other businesses or organizations that had similar employee training goals. The employers gave nearly unanimous assent. *Ninety-six percent of the respondents said they would recommend the community college*. Only 12 of the 557 respondents to this question said they would not recommend the college.

Recommend Community College To Others?
Maryland Community College Workforce Training Survey Respondents

Recommend Community College?	Number	Percent
Yes	533	96%
Not sure	12	2%
No	12	2%

The final question probing employer satisfaction with the community college asked if the organization would use the college again if it had further training needs. *Ninety-three percent of the respondents said they "definitely" or "probably" would use the community college again*. Only eight of the 553 responder ts to the question said they would not use the community college for future training.

Use Community College for Training Again?
Maryland Community College Workforce Training Survey Respondents

Use Community College?	Number	Percent
Definitely would	316	57%
Probably would	200	36%
Not sure	29	5%
Probably would not	5	1%
Definitely would not	3	<1%

Future Training Needs

The organizations surveyed were asked about their anticipated training needs over the next three years. The responses to this part of the survey must be interpreted with extreme caution. This study did *not* attempt to ascertain the training needs of all businesses in the state or in each college's service area. The responses reflect *only the expectations of organizations previously served by community college contract training* and only the subset of that group *responding to the survey*. Generalizing the findings to the larger populations of businesses and organizations in each service area or in the state would be inappropriate. Given these caveats, however, ascertaining the anticipated training needs of current customers is certainly useful for program planning. The greatest need for technical training was in computer applications, with half the respondents stating that they had substantial need for this kind of training:

Anticipated Employee Technical Training Needs
Maryland Community College Workforce Training Survey Respondents

Type of Training	N	No Need (Rated 1)	Some Need (Rated 2-3)	Substantial Need (4-5)	Scale Mean
Computer applications	545	17%	33%	50%	3.33
Interpersonal relations	542	22%	35%	44%	3.09
Written/oral communications	545	24%	44%	32%	2.80
Customer service training	547	36%	34%	29%	2.56
Telecommunications/ networking	541	36%	43%	21%	2.39
Modern office technologies	544	40%	45%	16%	2.24
Basic skills (reading, math)	546	58%	27%	15%	1.97
Manufacturing/ industrial job skills	537	72%	13%	14%	1.69
Languages (foreign, English as 2nd Lang.)	540	78%	18%	4%	1.39

Second only to computer training was the need for employee improvement in interpersonal relations and team building, with 44 percent of the respondents indicating classes in these topics were substantially needed (rated 4 or 5 on a five-point scale). A third of the respondents gave employee written and oral communications a similar rating of need. Other technical training areas cited as needed, at least to some degree, by a majority of the respondents included customer service training, telecommunications and networking, and modern office technologies.

Among management training alternatives, respondents gave the highest rating of need for classes in supervision and leadership. Nearly half of the respondents said the need for such training was substantial, indicated by their 4 and 5 ratings on this item. Not far below in perceived need was training in Total Quality Management or Continuous Improvement methods. The stated need for other types of management training was much less widespread. While each type of training included in the questionnaire elicited a rating of substantial need from some respondents, in half the cases a majority indicated no need at all:

Anticipated Management Training Needs
Maryland Community College Workforce Training Survey Respondents

Type of Training	N	No Need (Rated 1)	Some Need (Rated 2-3)	Substantial Need (4-5)	Scale Mean
Supervision/ leadership	545	22%	30%	47%	3.17
TQM/Continuous Improvement	540	27%	29%	44%	3.03
Personnel and labor law	539	42%	43%	15%	2.17
Career planning/ goal setting	538	48%	42%	10%	1.97
Accounting/financial analysis	538	52%	39%	9%	1.88
Marketing/sales/ promotion	535	60%	27%	13%	1.81
Environmental management	539	59%	30%	10%	1.79
International trade/ export/import	537	84%	14%	2%	1.26

Whether included in the previous forced-choice questions or not, respondents were asked to describe the type of training *most needed* by their employees. Responses to this open-ended question were consistent with the quantitative ratings, with computer applications, supervision and leadership, team building and interpersonal relations, and written and oral communications most frequently cited. The only other responses given by at least 30 (or five percent) of the respondents were Cardiopulmonary Resuscitation (CPR) and customer service training. Other training topics mentioned by at least ten respondents included first aid, Total Quality Management, child care, basic mathematics, nursing, and computer networks. A number of specific manufacturing techniques and health care subjects also received multiple mentions.

Most Needed Training
Maryland Community College Workforce Training Survey Respondents

Type of Training Most Needed	Number of Mentions	Percent of Respondents
Computer applications	107	19%
Supervision/leadership	53	9%
Team building/interpersonal relations	39	7%
Written and oral communications	37	7%
Cardiopulmonary Resuscitation (CPR)	36	6%
Customer relations/customer service	30	5%

In addition to asking prior clients what kinds of employee training they anticipated would be most needed over the next three years, the survey asked respondents to rate their needs for several training-related services, such as needs assessment studies, consulting services, and assistance in seeking funds to support training efforts. The community colleges sponsoring the survey were ready and able to provide the listed services and wanted to gauge employer interest in them. For the most part, employer interest was modest. The only item eliciting a rating of substantial need by at least a quarter of the respondents was customized job-skill training. Half of the respondents indicated at least some need for an analysis of employee needs. The other five services received ratings of "not needed" from a majority of the respondents. It is apparent that most of the clients of community college contract training are most interested in the kinds of specific employee training they have received--and been overwhelmingly satisfied with--in the past. While a third or more of the respondents indicated at least some need for related services, it is the quality, customized instruction they most favor.

Anticipated Need for Training-related Services Maryland Community College Workforce Training Survey Respondents					
Type of Service	N	No Need (Rated 1)	Some Need (Rated 2-3)	Substantial Need (4-5)	Scale Mean
Customized job-skill training	541	40%	35%	25%	2.40
Help in seeking funds for training	539	55%	27%	18%	2.08
Analysis to assess employee needs	547	49%	38%	12%	2.03
Televised/computer instruction	542	52%	34%	14%	2.02
On-site testing and advising services	543	56%	33%	11%	1.85
Consulting services	536	55%	37%	8%	1.81
Assistance enrolling employees in college	543	64%	31%	6%	1.61

The survey's second open-ended question asked what the community college could do to help the employers improve the performance of their organization or operate their business more effectively. The most prevalent comment was to continue doing what the college had done in the past, a reflection of the widespread employer satisfaction with prior contractual arrangements. Nearly as prevalent were suggestions for specific courses or training programs. The third most common response theme concerned publicity and making sure the business community was made aware of college offerings. Other suggestions made by multiple respondents included offering different training formats (e.g., one-day seminars, Saturday classes), providing on-site instruction, keeping up-to-date (specifically with computer technology), and maintaining low costs so that employers could afford to continue to contract for training. Employer suggestions were almost always phrased in complimentary contexts. Only a handful of respondents indicated an area of college performance in need of improvement. All respondent comments are included verbatim in the appendix.

The questionnaire concluded by asking if the respondent would like to be contacted for further discussion of their employee educational and training needs. A fourth of the respondents said yes and provided their name and telephone number.

Conclusions

Workforce training provided by community colleges under contractual arrangements with employers is an established and successful practice in Maryland. A mail survey of 1,021 employers who had contracted with Maryland community colleges during 1993-94 elicited 561 usable responses, for an unadjusted response rate of 55 percent. The respondents represented organizations ranging in size from less than 25 employees to firms with over 5,000 workers. Government, manufacturing, and health care provided 63 percent of the respondents, although all industrial classifications were represented among the respondents.

Although three-fourths of the respondents had contracted for training to upgrade the quality of their employees' performance in current positions, preparing them for new jobs involving new skills was also important. Nearly half of the respondents said such advancement was a primary goal. Community colleges were selected to provide the training because of their good value for the money invested, because they customized training to meet specific employer needs, and because of the quality of instruction they provided.

Responding organizations were overwhelmingly pleased with the training provided by Maryland's community colleges. The survey found that:

- 96 percent of the respondents were satisfied with the training
- 96 percent would recommend the community college to others
- 93 percent said they would use the community college again

Respondents were asked what kinds of training they would need over the next three years. Training in computer applications was most frequently mentioned. Other types of training with respondent interest included supervision and leadership, team building and interpersonal relations, written and oral communications, customer service training, and Total Quality Management/Continuous Quality Improvement. Many specific types of training were also identified by individual respondents, including Cardiopulmonary Resuscitation (CPR), first aid, child care, basic mathematics, and several manufacturing methods. The survey also asked about employer needs for related services, such as consulting and employee needs assessment studies. While some respondents indicated interest in these other services, customized job-skill training was the primary focus of their relationship with the community college. Judging from the findings of this study, Maryland employers have been very pleased with the training provided by the state's community colleges.

Appendix

Listing of the verbatim comments of respondents in response to the question "What can the community college do to improve the performance of your organization or help you operate your business more effectively?

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

We need more CE programs for people in the dental field.

Continue open communication and collaboration.

Add a fire science program.

Nothing at this time.

Work closely with the hospital in our effort to accurately predict future staffing/vocational needs.

We have had discussions about x-ray assistants programs without meaningful help.

The community college offers all the courses that our business needs.

Continue high-level training as you currently do. The college is excellent!!

Continue to customize courses to needs.

Hold orientation days to allow businesses to observe variety of training offered.

Continue to provide quality training that is up-to-date and readily available.

Create some one-day courses at $100.00 per person.

Happy with the community college. Very responsive.

Continue to offer higher education to our employees at affordable rates. Assist us with specialized training when requested to do so.

Uncertain at this time.

Continue to offer customized training, and work on gaining more people in the automotive repair industry for consulting/sources of information.

Continue to supply our needs as requested. Budget constraints require we pick our training carefully. _____ is always right on the mark with her help.

The college has been very flexible in attempting to meet our needs.

To provide necessary course applications designed for our needs.

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

Better facilitators.

Networking of students with Health Department as a possible employer upon graduation.

Meet the needs of MVA as we perceive them.

Maintain current needs as to microcomputer applications coming into the work sites.

Offer computer-related courses geared toward specific needs. Provide seminars that earn college credit.

Offer on-site education.

Meet with Education Director to sell package.

Offer relevant educational and training courses/workshops which are high quality and cost-effective.

Short day-time courses in:

* Standard computer packages: Lotus 123, WordPerfect, Windows, etc.
* Team Building
* Quality

Provide training at our location.

Cost is the biggest issue for a state-funded non-profit organization.

Continue to stay in contact with business to assess needs.

Make available to organizations a listing of all services that are presently available through the community college.

More certificate programs in information technology.

Specialized financial institution courses.

Continue to offer the variety of business-related courses that you have now, and build on the level of quality instructors.

Supervisory training for first-line manufacturing supervisors.

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

Basic skills--reading and math.

Have brochure explain subject matter of courses specifically.

Continue being supportive and articulating agreement, provide specialized training.

Keep listening to the needs of local business and industry. Develop measures to show your effectiveness. Help promote total quality.

Provide training similar to the "meeting facilitator" provided by _____: professional trainer with a lot of experience and excellent knowledge of subject.

Ensure that _____ gets an updated mailing list of all continuing education course catalogs.

Improve apprentice training.

Employ machine shop, CNC technology.

Provide curriculum for classes so that we can more closely coordinate work and studies.

They are doing everything possible as is, and we are satisfied.

I whole heartily support the community college. You need to contact _____ to get back with _____. Right now we're working with _____ and paying way too much.

Continue to offer effective, inexpensive programs in areas supporting business.

Generally, do a good job now. Staff has been responsive and helpful. Curriculum compatible to our business.

Hire more top-notch professionals like _____ and _____.

Organization for courses presented. Good, effective instruction from instructors utilizing specific course outlines for training personnel at all levels.

Upgrade quality of instructors who deliver tailored classes in terms of delivery and assessment of client needs.

Provide a dedicated computer at the _____ location to ensure computers are working effectively. Need a dedicated computer course coordinator.

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

We asked for specific customized training on-site. We got that . Thank you.

Nothing that isn't already being done.

Continue your programs in industrial education.

Stop recruiting our apprentices for other jobs. Your instructor stole one of our employees from us who was on his fourth-year apprenticeship.

I was very pleased with the responsiveness of the staff to our needs.

_____ is currently using a company, _____, for PC training. They offer computer-based, individual-paced training. It works well for us, because it allows employees to go when they can.

Very fortunate to have a good working relationship with the college.

I only deal with the ABE/GED programs. The staff is professional and a joy to work. Ms. _____ is a great teacher who is sensitive to our employees' needs. I will contact her if I anticipate a need for training assistance.

Maintain communication.

Offer more credit courses in Finance/Banking (AIB).

Stay up to date with software releases and changing environments.

More customer service orientation in the business sense. Rapid response, flexibility, involvement of the business in selecting instructor from a large pool of qualified candidates.

Offer community college course that provides all of the basic skills needed for entry-level manufacturing-personnel.

We can talk!

Offer courses as suggested during non-working hours for college credit.

We have enjoyed a good relationship with the college and have no complaints about classes or service.

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

The community college has been extremely helpful and professional in meeting the needs of county employees. It is a pleasure working with Continuing Education. It makes my job a lot easier!! I highly recommend _____ to the employees and my co-workers!!

Develop a system announcing topics and allowing our staff to participate with like organizations in like trainings.

Hold more classes at in Calvert County.

I have been very satisfied.

Provide classes on request, if possible.

The laptop computers are terrific!

Continue to keep us informed of course offerings through your catalog on other course materials.

Recruit more professors in the tri-county area for more flexibility in offering dates.

The college is doing an excellent job.

You currently provide such a variety of courses that employees are able to obtain specific degree-required training to satisfy personal goals.

Offer more Acquisition Workforce courses. _____ and I are working on this.

Thanks for the opportunity to comment. Hospital provides most employee education fre.

Offer more child care courses at night. Staff who work full-time can not attend morning or afternoon classes because our center closes at 5:30 p.m.

We develop our training courses--reference materials that the instructor follows so standardized topics are presented to the our personnel.

We usually check your course offerings and use them to meet part of our needs for Continuing Education. If we need some training not generally offered or the timing is difficult, we contact the Continuing Education Department, and they are very helpful.

Individuals taking remedial education courses should understand that this is not an

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

equivalent "college" program. People seeking office positions need basic grammar and math skills at minimum. There also is an extreme lack of understanding regarding employer expectations regarding punctuality and other attendance issues.

Make sure the college is marketing its services and products to industry. Total involvement and linkage is the key to success.

Provide low-cost, practical training.

Offering courses with CEUs will greatly help as we need these to continue to hold our licenses. Being close geographically is a tremendous asset.

Continue to take Law Enforcement Training Advising Council seriously.

Child development.

Just continue to provide services in the future as they have in the past.

Examine role it can play in training of police recruits in courses such as report writing.

Provide a central contact person for information on new training needs--need phone directory.

Provide follow-up to validate quality of instruction.

Provide information on how to obtain resource material for new college courses.

Provide information on latest technological training sources and applications.

Periodical follow-up the college to learn of new training needs.

No improvements recommended, responsiveness and assistance has been superb!

Teach a course on reading and preparing documents against an international letter of credit.

_____ Community College and _____ have formed a relationship to exchange and utilize resources. This relationship has resulted in a win-win.

Nothing that isn't already being done.

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

Offer additional labor programs.

Nothing at the present.

Continue to provide the recertification courses and skills enhancement program.

Modify some requirements of field experience for pre-hospital providers to relate better to the commercial ambulance industry.

Keep offering courses tailored to our needs!

Will answer this further at a later date. We are in the process of restructuring and realigning services which will eventually lead to the need to retrain and update skills. Our needs after this will be more definitive. Thanks.

More on-site programs. Maybe on Saturdays. Continue evening on-site courses.

Offer health-care courses on-site for employee -- example, one you do now is CPR.

Continue to provide quality instruction.

Continue to offer courses designed for Small Retail and Food Business.

Discount fees for large number of enrollees within one company (group rates).

Provide training on-site at our center.

Continue to provide seminar information for us to review and send employees when applicable.

Continue to provide customized, on-site training programs.

Offer CPR/First Aid Training.

Offer school-age child care training sessions.

Assist in development of hospital-wide competency education programs that are job-description specific, especially in areas such as housekeeping, hospital engineering, etc., to meet regulatory agency requirements.

Maintain quality course materials and instruction.

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

Keep up with technology.

Work with client on budget to lower costs--due to budget constraints.

Listen to client for best way to serve.

Nothing--we had a **very** negative experience 1 1/2 years ago with the training sent us by _____. I don't think my staff could trust ___ again, for continued on-site training.

Comment: _____ has been an excellent resource to our company. She's responsive and customer-oriented. Thanks!

Training in WordPerfect for Windows.

Work with our training department to achieve cost-effective customized programs that we can learn and present on our own from then on.

Respond quickly to need for customized training.

We are satisfied with the help we have received.

Help design a training schedule that includes a mix of self-paced training and training at community college.

Make facility available for training.

Expand local TV channel to entire county for community awareness program purpose.

Continue to be accessible as our needs are identified.

Continue to provide high quality classroom facility and responsive support staff. The continuing education staff at ____ should be a model for the state. They make my job easier!

Consider scheduling classes for working people. For example, one-day or two-day WordPerfect class rather than classes in three-hour blocks.

Continue to be responsive to our customized training needs.

We would like to continue to tailor training sessions to our needs.

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

One day seminars, e.g., communication and quality control.

Keep doing what you're doing.

Our needs at this time are not clearly defined.

Nothing--we have no funds.

Offer training for staff re selling professional services and how to get staff members involved in process--i.e., why they should get involved.

Continue concentrating on business needs.

Promote the need for education and life-long learning. Too many people, particularly children, believe that you only need to do so much learning then you get a job.

Continue to make us aware of courses and training programs.

Continue to provide courses in area of construction and construction-related activities.

In the future, we will be implementing total quality management. Management training in this area could be helpful.

Suggest you look at dedicated computer training facilities.

Continue to provide instruction related to computer programming and applications.

A need exists in this organization to obtain skills-based training in the effective use of various applications software: i.e, Excel, PowerPoint, Access, etc.

We will continue to call on ___ as our training needs assessment surveys point out areas for formal training.

The college has been extremely responsive to our needs. It is a pleasure to do business with them. I believe there is little room for improvement in our relationship. I would welcome the opportunity to meet the new ___ president.

Continue on the same progressive path it has been taking. Continue to offer the wide range of training currently in place.

Technical training in data entry and printing.

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

Continued support in training areas in math, reading, science.

Offer a certificate of achievement in business-related courses.

We could use some motivational training--goal setting.

Make other professors available for training. We have used the same teachers for several classes on varied subjects.

Offer more materials (books, tapes, etc.) on topics relevant to team building and management.

Continue developing and delivering custom training.

Provide for our training requirements as in the past.

Continue to provide high quality instructors at reasonable cost for on-site customized training.

Continue to customize programs geared toward our needs. The college has been very flexible in the past, and it was helpful. The instructors were great and well educated/trained in their fields.

Allow scheduling of courses far in advance--i.e., all courses for the entire year.

Develop greater base of instructors (currently only one available to meet our needs).

Continue to customize training to our specific needs.

Continue to offer a variety of programs/training dealing with diverse careers.

Better communication with company.

Continue to offer courses, and make available training on an as-needed basis.

Provide the excellent instruction like what we experienced in 1994.

Nothing comes to mind.

Any insurance courses approved for continuing by State of MD.

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

Provide qualified instructors for short courses.

Continue to be responsive.

The college has always provided a higher caliber of on-site instruction. Current budget constraints have prevented our department from utilizing your services. We're focusing on using more in-house subject-matter experts.

Offer free training!

Develop a relationship with the Child Development Associate Credentialing Organization towards CDA certification.

Help childcare centers become accredited through NAEYC or similar organization.

None--very accommodating.

Nothing additional (except lower costs).

General education courses--math, English. Computer courses, stress management, time management, coping skills.

Provide better quality class booklets. Make reasonable accommodations for physically challenged individuals (i.e., raised desk for wheelchair individuals).

Acquire modern computerized equipment to facilitate teaching machining skills which are appropriate to today's technology as well as continue to teach from the traditional "manual" perspective.

Keep offering current state of the art police courses of all types in all fields related to the operation of a full-service police department.

Nothing more at this time.

Offer more technical machining and maintenance courses.

Continue to offer courses and on-site training related to enriching the TQL environment and improving existing workforce skills to excel in the rapidly changing workplace.

The college is always doing everything it can. The new building will help facilitate the continuing education of our personnel.

What can the community college do to improve the performance of your organization or help you operate your business more effectively?

Be available as our needs develop.

On-site training.

Skills improvement by offering on-site training.

I would like to see the college have one-day seminars for clerks and secretaries dealing with the office.

Offer on-site instruction.

Forward opportunities offered by college, e.g., catalogs, non-credit bulletins, etc.

Assist in providing training progress to upgrade skills of current employees.

Remain accessible and willing to develop workshops especially designed for our employees.

Keep doing what you're doing! Respond quickly if crisis. We've had good results with the community college.

_____ has been very responsive to our needs in reference to topics for in-service training. For police, we are fortunate to have such a professional organization on the Shore and at such reasonable cost.

References

Bragg, D.D., and Jacobs, J. (1990). A framework for evaluating community college customized training. Paper delivered at the 16th Annual Conference of the National Council on Occupational Education.

Clagett, C.A., and Huntington, R.B. (1988). *Prince George's County Business Training Needs Assessment.* Largo, MD: Office of Institutional Research and Analysis, Prince George's Community College.

Clagett, C.A., and McConochie, D.D. (1991). Accountability in continuing education: Measuring noncredit student outcomes. *AIR Professional File*, 42. Tallahassee: Association for Institutional Research.

Fadale, L.M., and Winter, G.M. (1988). *Impact of Economic Development Programs in SUNY Community Colleges: A Study of Contract Courses.* Albany: Two-year College Development Center, University at Albany, State University of New York.

Iowa Department of Education (1991). *A Study of the Impact of Iowa Community College Continuing Education Programs.* Des Moines: Iowa Department of Education.

Maryland State Board for Community Colleges (1988). *Continuing Education Outcomes.* Annapolis: Maryland State Board for Community Colleges.

Maryland State Board for Community Colleges (1988). *Continuing Education Student Follow-up Report.* Annapolis: Maryland State Board for Community Colleges.

Wismer, J.N., and Zappala, J. (1993). *Michigan Community College Workforce Training Programs.* Michigan Community College Community Services Association.

PRINCE GEORGE'S
COMMUNITY COLLEGE

Community College Workforce Training

Evaluation and Needs Assessment Survey

Our records show you have used the community college for the professional development of your employees. In this section, we want to learn why you chose the community college and how satisfied you were with the results. Please circle the number(s) preceding your chosen response(s).

A. Approximately how many of your employees participated in job training under contract with this community college during the past two years?

1. Less than 10
2. 11 - 25
3. 26 - 49
4. 50 - 99
5. 100 or more

B. Why did you select this community college to conduct the training? ***(circle all that apply)***

1. Cost-effective/good value for money invested
2. Quality of instruction
3. College customized training program to meet our specific needs
4. College provided training at on-site business location
5. College was referred to us by others who had been satisfied
6. Had contracted with the college in the past with good results
7. Other (specify):_____

C. What was your primary goal for training? ***(circle all that apply)***

1. Upgrade the quality of employee performance in current jobs
2. Prepare the employee for a new skill or job classification
3. Mandated by the profession of the employee
4. Mandated by law
5. Self-enrichment of the employee
6. Other (specify): _____

D. How satisfied was your organization with the quality of the training?

1. Very satisfied
2. Satisfied
3. Uncertain
4. Unsatisfied
5. Very unsatisfied

E. Would you recommend the community college to other businesses or organizations that want to achieve the same employee training goals?

1. Yes 2. No 3. Not sure

F. Assuming your organization had future training needs and the community college offered appropriate courses or programs, how likely would you be to use the community college to meet those needs?

1. Would definitely use the community college
2. Probably would use the community college
3. Not sure if I would use the community college
4. Probably would not use the community college
5. Definitely would not use the community college

The following questions address your employee training needs over the next 3 years.

G. Listed below are several types of training. Please indicate how strongly each is needed by your business and its employees by circling the appropriate number ***(the higher the number, the stronger the need):***

	Not Needed		Moderate Need		Strong Need
Technical Training					
Basic skills (reading,math)	1	2	3	4	5
Computer applications/programming	1	2	3	4	5
Customer service training	1	2	3	4	5
Interpersonal relations/team building	1	2	3	4	5
Languages (foreign/Eng. as second lang.)	1	2	3	4	5
Manufacturing/industrial	1	2	3	4	5
Modern office technologies	1	2	3	4	5
Telecommunications/networking	1	2	3	4	5
Written/oral communications	1	2	3	4	5

Management Training

	Not Needed		Moderate Need		Strong Need
Accounting/finance	1	2	3	4	5
Career planning/goal setting	1	2	3	4	5
Environmental management	1	2	3	4	5
Import/export/international trade	1	2	3	4	5
Marketing/promotion/sales	1	2	3	4	5
Personnel/labor laws	1	2	3	4	5
Supervision/leadership	1	2	3	4	5
Total Quality/Continuous Improvement	1	2	3	4	5

H. Whether included in the above list or not, please describe the kind of training most needed by your employees in terms of subject matter and level:

I. Approximately how many employees will participate in further education or training opportunities?_____

J. Would your organization want future employee training to be in the form of courses creditable toward a degree, noncredit courses awarding continuing education units (CEU's), or noncredit courses without CEU's? (*circle all that apply*)

34

1. Credit courses.
2. Noncredit courses with CEU's.
3. Noncredit courses without CEU's.
4. Not sure/no opinion.

K. Listed below are several training-related services community colleges can provide. Please indicate how strong a need your organization has for each service *(the higher the number, the stronger the need)*

	Not Needed		Moderate Need		Strong Need
Analysis to assess employee needs	1	2	3	4	5
Assistance enrolling employees in college	1	2	3	4	5
Consulting	1	2	3	4	5
Customized job-skill training	1	2	3	4	5
Help in seeking funds for training	1	2	3	4	5
On-site support services(testing/advising)	1	2	3	4	5
Televised/computerized instruction	1	2	3	4	5

L. How long have you operated at this location?

1. Less than 2 years. 2. 2 to 8 years. 3. More than 8 years.

M. What is the zip code of this site?_____

N. How many employees do you have at this site?_____

O. Please indicate the nature of your business:

1. Agriculture/mining
2. Business service/data processing
3. Construction/craft or trade
4. Education
5. Finance/insurance/real estate
6. Government
7. Health care
8. Legal/social service
9. Manufacturing
10. Retail trade
11. Transportation/communication/utilities
12. Wholesale trade/distribution

P. What can the community college do to improve the performance of your organization or help you operate your business more effectively?

Q. Would you like to be contacted for further discussion of your educational and training needs?

1. Yes 2. No

35

If yes, contact person:_____

Telephone:_____

Please return completed survey in the prepaid envelope provided or mail to: Office of Research and Analysis, Prince George's Community College, 301 Largo Road, Largo, MD 20772. Thank you.